

State Normal School Fitchburg

In November 1929, the Department of Education ruled that the Normal Schools would no longer offer the two year elementary course. In September 1930, students of the Fitchburg Normal School will be admitted in one of the following courses:

- a. Three Year Elementary Course.
- b. Three Year Junior High School Course.
- c. Three Year Practical Arts Course.



Cat.

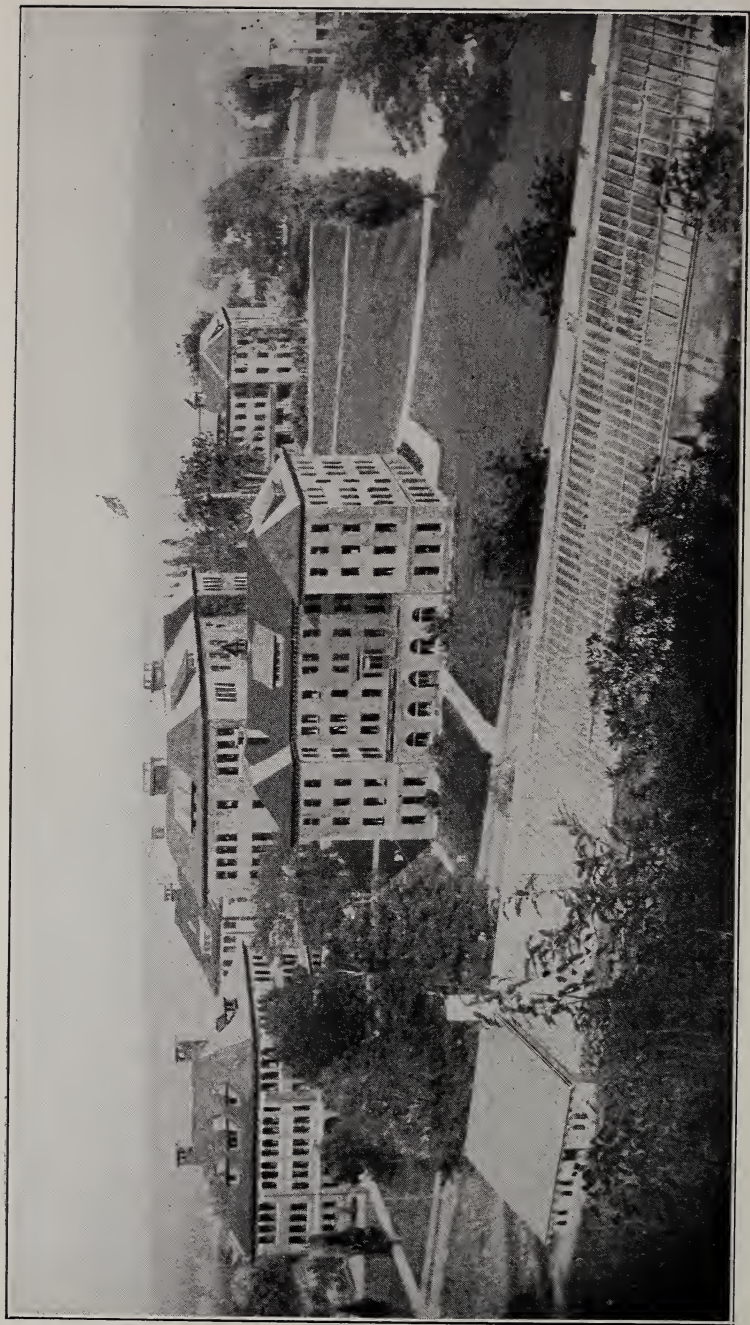
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"FITCHBURG STATE
COLLEGIANA/ARCHIVES
COLLECTION"

NON - CIRCULATING



BUILDINGS AND GROUNDS

THE DEPARTMENT OF EDUCATION

PAYSON SMITH, Commissioner of Education
 FRANK W. WRIGHT, Director, Division of Elementary
 and Secondary Education and Normal Schools
 GEORGE H. VARNEY, Business Agent
 ARTHUR B. LORD, Supervisor of Office Organization

FACULTY

CHARLES M. HERLIHY, Principal

Elementary and Junior High School Department

PRESTON SMITH	Science
ELIZABETH D. PERRY	Music
MATILDA B. DOLAND	Arithmetic
SARAH E. LAMPREY	Handwork and Drawing
KATHERINE M. MCCARTY	Reading and Language
FLORENCE D. CONLON	Handwork and Drawing
ARTHUR C. HARRINGTON	History and Civics
JOHN L. RANDALL	Nature Study and Gardening
SUSAN M. WILLIAMS	English
CORA M. HASSELL	Librarian, Library Instructor
MARION L. WEBSTER	Geography
MARY T. McDERMOTT	Physical Training
FRANK A. CROSIER	Physical Training
RALPH F. WESTON	Mathematics and Related Work
GERTRUDE E. BRADT	Dean of Women, Ethics
HARRY F. PERCIVAL	Psychology and Pedagogy
HATTIE L. HAWLEY	Psychology and History

Practical Arts Department

WILLIS B. ANTHONY	Director
CHARLES E. AKELEY	Woodfinishing and Glazing
FRANK S. LIVERMORE	Printing
C. BLAIR MACLEAN	Mechanical Drawing
LAWRENCE E. LANDALL	Woodworking
ARTHUR E. PURINTON	Metal Work

Schools for Observation and Practice

CLINTON E. CARPENTER	Director
EMMA J. SOUTHWICK	Asst. Supervisor Music
MARIE C. FOLCARELLI	Asst. Drawing and Handwork
MABEL L. RUEGER	Asst. Supervisor Physical Training

JUNIOR HIGH SCHOOL

MARY McCONNELL, Principal	ANNA E. SIMMONS, Geography
MARION E. ROWLEY, Household Arts	LINA GRAMMONT, French and
JOSEPHINE M. MCCARTHY,	English
Commercial Subjects	GERTRUDE M. CUNNINGHAM, History

EDGERLY SCHOOL — First Six Grades

IDA M. AUSTIN, Principal	SUSAN L. CLARK ¹ , Supervisor
ELMA M. JOHNSON, Supervisor	MAUDE L. CRAIG ¹
	RACHEL S. BRUCE, Supervisor

DAY STREET SCHOOL — First Six Grades

MARION F. ANTHONY, Principal	MARIE M. GEARAN, Supervisor
KATHERINE F. McCONNELL, Supervisor	HELEN F. LOUD, Kindergartner

HIGHLAND AVENUE SCHOOL — First Three Grades
IRENE L. SMITH, Principal

Administration

MAUD A. GOODFELLOW, Chief Clerk
HELEN M. O'HORO, Clerk
LEWIS FISH, M.D., Medical Examiner

¹ Absent on leave

² Substitute

CALENDAR

1929

January 2, Term begins
February 21, Term ends
March 4, Term begins
March 29, Good Friday
April 19, Patriots Day
April 26, Term ends
May 6, Term begins
May 30, Memorial Day
June 6-7, Entrance Examinations
June 17, Graduation
June 26, Schools of Observation
and Practice Close

July 1, Summer Session begins
July 26, Summer Session ends
September 3, Schools of Observation
and Practice open
September 9-10, Entrance Examinations
September 11, Fall Term begins
November 11, Armistice Day
November 28-December 1, Thanksgiving Recess
December 20, Term closes
December 30, Term opens

1930

January 1, New Year's Day
February 21, Term ends
March 3, Term begins
April 18, Good Friday

April 25, Term ends
May 5, Term begins
May 30, Memorial Day
June 16, Graduation

STATE NORMAL SCHOOL

FITCHBURG, MASSACHUSETTS

A State Program of Teacher Training

The State of Massachusetts provides a comprehensive program of professional preparation for teaching in ten Normal Schools. The department of education has established uniform policies governing the administration of these schools for the purpose of insuring the best possible training for the teachers of the children in the public schools.

Since the founding of the first normal school in America at Lexington ninety years ago, Massachusetts has adhered strictly to the principle that such schools shall be conducted solely for teacher training and not for the more general purpose of furnishing higher education of an academic type.

Admission to a normal school is therefore restricted to high school graduates who wish to specialize in the field of teacher preparation. Reasonably high standards of scholarship in secondary school work are required for admission by certificate or examination. In addition, every applicant must pass a physical examination by the school physician and present evidence of possessing those traits of character and personality essential to teaching.

Despite the surplus of normal school graduates in 1929, it is fair to state that school departments in Massachusetts are ready to employ after graduation those young men and women whose records in normal school show that they possess sound habits of study, high moral character, teaching aptitude, and a love for children and school work. The opportunities in this field today were never better for those who possess better than average intelligence and a genuine desire to serve.

Present Salary Schedules for Teachers

The Annual Report of the Department of Education for 1927 contains the most recent data on compensation for teaching in four types of communities ranging from the smaller towns with a population under 5000 up to the larger cities. These figures show that there has been a marked increase in the salaries paid to teachers during the past two decades. A comparison of the present schedule with the compensation earned in similar types of professional work shows that the taxpayers in this State stand ready to recognize the present standards of preparation established in the two- and three-year courses offered at the Fitchburg Normal School.

Normal School and Training Facilities

Fitchburg Normal School has a desirable site, covering several acres of land in a district that is convenient to the center of the city and railroad and bus connections. The location is on high land. The outlook is most attractive, including Mt. Wachusett on one side and Pearl Hill on the other.

The property consists of the main Normal School building, two dormitories, a training school for elementary grades, a Junior High school and Practical Arts building, a modern heating plant, a large athletic field, a greenhouse, vegetable and flower gardens, and a hillside with an excellent variety of trees and shrubbery utilized for nature study. The property has an elevation of 600 feet above sea level and is recognized as a healthy place for this type of school work. The main building contains the administrative offices, class rooms, lecture hall, library, laboratories, locker rooms and rest rooms for commuting students, gymnasium and shower baths.

In addition to the two training schools on the property, the school has the use and direction of two additional elementary and primary school buildings owned by the City in the immediate neighborhood. 631 pupils are enrolled in these four training schools. A kindergarten is conducted in the D. M. Dillon School. These excellent training school facilities constitute undoubtedly one of the most desirable and helpful features of this school's work.

Health and Recreation

Provision is made for the physical welfare of students through organized sports and games, including gymnasium work, basket-ball, tennis, hikes, field hockey, skiing, swimming, and health clubs. The water sports are at a lake some distance away but easily reached by trolley.

The health of students is carefully guarded both by physical training with its attendant instruction in hygiene, and by the presence of a trained nurse who serves as matron of one of the dormitories. A suite of several beds is reserved as an infirmary, where upon occasion students in need of quiet surroundings or especial care, or who may have been exposed to any contagion, may be isolated. The nurse is also at the service of students who consult her about minor ailments, and is prompt to call a physician when symptoms are such as to require medical treatment. She also co-operates with the instructor of hygiene and physical education, supplements the school physician in guarding the welfare of the children of the training school, and assists the practice teachers in watching the children's physical condition.

Health and vitality are so essential to successful teaching that it is particularly necessary in training teachers to inculcate such habits of breathing, eating, sleeping, sitting, standing, exercise, and other bodily functions as will, in the long run, serve to keep a person at his best. This is a patriotic duty in a normal school in the same sense and for the same reason that it is in an army.

Dormitory Regulations

When many persons live together as students do in dormitory and dining-hall, certain social habits must be cultivated for the common good. If insistence upon these habits seems in any to restrict freedom, it is not really a restriction but a means of securing freedom to all, under conditions that would otherwise limit the freedom of all. Those who would be teachers must learn to recognize as fundamental in civilized society, and to put into practice, certain general principles relating to the attitude of an individual toward the community in which he finds himself. Students sometimes handicap themselves and diminish their capacity to serve the State by neglecting these principles.

Parents will render a service, both to their children and to the Commonwealth, by helping to convince their sons and daughters who are in training as teachers, of the value to them for all future time, both professionally and personally, of early acquiring those habits that promote physical and social welfare under the conditions they are likely to meet. The support of parents is especially needed in the case of students who live at home. The necessity of yielding some degree of individual freedom in order to secure greater freedom within the group is readily recognized by students in the dormitories, but this important lesson is often missed by those who reside away from the school. Regularity of meals and of study hours is an obvious necessity in the group. It is equally desirable for the individual. The homes will not only reinforce the school but will confer a real benefit upon their students by encouraging them to maintain at home the same daily routine as is followed by the dormitory students.

Library

There is a fine large library, well stocked with books, in which classes spend their few study periods during the school session, and to which students may repair for study and research during afternoons and evenings. It provides for recreational reading as well as for study and reference work, and its 12,000 volumes are on open shelves to which all students have access. For the preparation of assignments many of the books are needed during the day, so that the borrowing of books for outside use requires definite regulations, the most important being that all books in the "Reserve" section (and current magazines) may be borrowed only from 4:30 until 8:30 the following day. Books from the open shelves about the room may be charged at any time but are due by 4:30 the next day, unless special permission has been obtained for keeping the book

longer. These and other suggestions are posted in the library, all with a view to making the library serve students and teachers as effectively as possible.

Courses

I. *For Elementary Teachers* — Two Years

This school maintains a two-year course for the training of teachers for the elementary schools.

The elementary course lays especial emphasis upon the so-called practical arts. The attempt is made to apply in all the courses the principle of beginning with the concrete and the immediate, with what to the pupil will seem purposeful and practical, and leading on to general conclusions and to that recognition of deferred values which characterizes civilized life, as distinguished from primitive life wherein men dwell only in the present.

II. *For Junior High School Teachers* — Three Years

This course is offered for students who desire to teach in higher elementary grades or in junior high schools or who wish a broader background for primary teaching. The first year of this course is identical with that of the elementary course. The second year differs slightly, and students who so desire are given opportunity to practice in seventh and eighth grades instead of in the lower grades.

While personality enters largely into the competition, and graduates of the elementary course sometimes go directly into positions as good as do graduates of the advanced course, the fact remains that employers who visit the normal school in search of teachers for the better positions invariably canvass the advanced students first. Again, the tendency in the State, and in other states as well, is more and more to recognize superior training in fixing salary schedules, and to insist upon it for promotion to higher positions.

This course is especially recommended to those who hope for advancement to supervisory positions or principalships.

It is open to men as well as to women, and is credited for three years toward the degree of Bachelor of Science in Education, now offered by the State for a four-year normal course.

III. *Practical Arts Department* — Three Years (including one summer term)

The Practical Arts Course prepares young men for teaching the manual arts to boys in grade schools, junior and senior high schools, and continuation schools. It is planned as a three-year course, plus one summer term (the second summer) for special professional preparation.

The students are given training in woodworking, woodfinishing, painting and glazing, sheet metal, household repairs, and other metal repair work, drafting, printing and bookbinding, gardening. They have opportunity to practice teaching one or more of these crafts to boys of the junior high school. They also have instruction in English, civics, science and mathematics related to the trades, psychology, and methods of teaching and administration.

Unless they have had previous trade experience, it is not expected that students will go out prepared to teach these trades as trades; but they are given such insight into them as will enable them to teach boys how to meet many of the problems of construction and repair that arise in the course of every day life. A student who, before entering school, has had a successful experience in any one trade may so supplement his command of that trade, by learning the elements of related trades, that he may be prepared to teach his own trade more successfully and to include in his instruction a wider range of projects than would otherwise be possible.

The course affords a special opportunity to men who have learned a trade and have discovered in themselves an aptitude for helping others to learn it. The State needs such men, and men need to learn effective methods of teaching.

Journeymen of any trade will find worth while to inquire into the opportunities here afforded.

The graduates of this course are successfully filling places of responsibility in high schools, manual training schools, and continuation schools. The continuation schools have created a new and urgent demand for men who can teach intelligently, and young men are going immediately to better paying positions than formerly were open to teachers even after years of experience.

Summer School

The summer session offers courses in both the General and the Practical Arts Departments. It affords opportunity for teachers in service to refresh themselves upon their normal training, to advance beyond it, and to broaden their outlook. It makes it possible also for those who were forced to begin teaching without, or with only partial normal training, to make good this deficiency and to obtain credit toward a diploma without excessive loss of teaching time. Correspondence with such teachers, and with teachers out of service who desire to return to it, is invited. A statement of the needs and desires of those who are considering attendance will assist in planning courses to meet the real demand.

Persons engaged in teaching, and endorsed by their superintendents, are admitted to summer school without examination or certification, but credit toward a diploma will be given only to those who have complied with the regular admission requirements. Courses carrying college credit are offered in co-operation with the State Division of University Extension.

The State Division of Vocational Education conducts a comprehensive program of summer courses for all types of teachers in state-aided classes.

Application blanks will be sent upon request. Early applicants are favored in the choice of rooms.

Expenses

Tuition is free to residents of Massachusetts. Residents of other states may be admitted upon payment in advance of a tuition fee of fifty dollars each semester, (or fifteen dollars for the summer term) providing there is room.

For all students there will be an incidental fee of \$10.00, payable during the first week, to cover use of books and equipment.

Rates for board and room are fixed by the State Department of Education and are intended to cover the actual cost of service rendered. These rates are, therefore, subject to change as conditions may warrant. The rate for the school year beginning in September, 1929, is \$325. payable in advance as follows: September 14, \$100.; December 1, \$75.; February 1, \$75.; April 1, \$75.

Table board will be supplied to those not rooming in the dormitories at \$260. per school year of thirty-eight weeks, payable as follows: at the opening of school \$80.; December 1, \$60.; February 1, \$60.; April 1, \$60.

The charge for the summer term is at the rate of \$9.00 per week for room and board, \$7.00 for table board.

There are also during the year certain enterprises carried on by the students that involve some expense. Each class is organized. There is an athletic association for men and another for women. There is a dormitory students' association and a day students' association, for promoting the welfare of their members and regulating their conduct in matters that affect the welfare of the group.

In all these the dues are determined by the members, but they do not vary greatly from year to year, and usually amount in the total to about seven dollars per year for a woman student and about twelve dollars for a man. It makes for the success of all these organizations if each student comes prepared to settle these dues at the beginning of the year.

All students in attendance should supply themselves with gymnasium suit and shoes. Unless these are already in possession, they may be procured to good advantage after arrival, and with greater uniformity, which is in itself an advantage.

Occupancy of Rooms

It is found desirable to set certain limits to the choice of rooms in order to secure a wholesome distribution of students of the several classes in the two dormitories. Within these limits students of Senior and Advanced classes are free in May to make choice of rooms for the next school year, and rooms for new students are reserved in order of application.

Rooms are open to students in training, on Labor Day; to those coming for examination, on the following Saturday (temporarily); and to all students on Tuesday of the following week.

Students who room in the dormitories should bring their own towels, sheets, blankets (for single bed), and pillow-cases. All pieces of clothing will be marked at the laundry. Students may do any work they desire in the laundry-room in one of the dormitories.

Self Help and Pecuniary Aid

Earnest students to whom the expense of a normal school course is a serious obstacle may in many instances find opportunity to earn, if they will make known their needs and indicate the kind of work they are prepared to do.

There is also a scholarship fund appropriated by the State. This is to aid worthy students who might be unable without such assistance, or without over-taxing their strength, to complete their training. This fund is available only to Massachusetts students who come from outside of Fitchburg who have been in attendance at least a half-year, and whose scholarship standing is good. The purpose of the State in providing this fund is to prevent the loss to its schools of trained teachers who might not otherwise be available. It is not at all in the nature of charity. Students of the quality for which this aid is intended need, therefore, feel no hesitation when applying for it, or humiliation in receiving it. If their time and strength permit, they may render in return some definite service to the school.

The Alumni Fund is available to worthy students needing help. Sums not exceeding \$100 annually will be loaned, to be repaid after graduation, at a low rate of interest.

ADMISSION

I. Application for Admission. Every candidate for admission to a normal school is required to fill out a blank entitled "Application for admission to a State Normal School" and send it to the principal of the normal school that he desires to enter. This blank may be secured from the principal of the high school or the normal school and should be filed as soon after January 1 of the senior year as the candidate decides to apply for admission.

II. Blanks to be Filed by the High School Principal. The principal of the high school last attended is expected to fill out two blanks—one giving the "High School Record" and the other a "Rating of Personal Characteristics" and send them to the principal of the normal school. These must be filed not later than June 15.

III. General Qualifications. Every candidate for admission as a regular student must meet the following requirements:

1. *Health.* The candidate must be in good physical condition and free from any disease, infirmity, or other defect that would unfit him for public school teaching, and must have been vaccinated. Each applicant must pass a satisfactory physical examination before final admission. It will facilitate final action upon admission if the applicant files with other credentials a certificate from the family physician touching the condition of heart, lungs, eyes, ears, skin, nervous system, date of vaccination, symptoms of appendicitis, goitre, pelvic disorders, or any condition likely to necessitate exemption from required physical activities.

2. *High School Graduation.* The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

3. *Completion of Fifteen Units of High School Work.* The "High School Record" must show the completion of fifteen units accepted by the high school in meeting graduation requirements, a unit being defined as follows:

"A unit represents a year's study in any subject in a secondary school, so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. *Personal Characteristics.* The "Rating of Personal Characteristics" and the moral character of the candidates, must, in the judgment of the principal of the normal school, warrant the admission of the candidate.

IV. Scholarship Requirements. Of the 15 units presented for admission, at least 10 must be selected from the list given below in Section V and must be of a satisfactory grade as determined by certification or examination. Three of these ten units must be in English and one in American History and Civics. Applicants for admission to the Practical Arts Curriculum of the Fitchburg Normal School may substitute evidence of practical experience in some industrial pursuit to meet a part of the above requirements and they must present such evidence unless their mechanical aptitude is attested by credit in manual training.

1. *Certification.* Credit by certification may be granted in any subject in which the candidate has secured a certifying mark (A or B) in the last year for which such credit is claimed, provided that the student is a graduate of a Class A high school or is in the upper half¹ of the graduating class of a Class B high school.²

2. *Examination.* Any candidate not securing credit by certification for ten units must secure credit for the remaining number of units by examination in subjects chosen from the list in Section V.

3. Candidates are not to present themselves for examination in subjects not pursued during the last four years of the secondary school.

V. List of subjects for Certification or Examination.

Required:

English, Literature, and Composition.....	3 units.
American History and Civics.....	1 unit.

Elective:

The *six* remaining units must be so distributed that the number offered in any field shall not exceed the following, with the *proviso* that the minimum total amount offered in any chosen field shall be one unit.

Social Studies	3 units.
Science	3 units.
Foreign Languages	4 units.
Mathematics	3 units.
Commercial Subjects	2 units.
Fine and Practical Arts.....	2 units.

Social Studies

Community Civics	½ or 1 unit.
History to about 1700	1 unit.
European History since 1700	1 unit.
Economics	½ unit.
Problems of Democracy	½ or 1 unit.
Ancient History	1 unit.
English History	1 unit.
Medieval and Modern History	1 unit.

¹ The upper half of a graduating class shall, for this purpose, consist of those pupils who have obtained the highest rank as determined by counting for each pupil in the graduating class the number of units in which he has secured the mark of B increased by twice the number of units in which he has secured the mark of A.

² Beginning in September, 1929, certification will be based on marks for each year rather than on the last year for which such credit is claimed.

Science

General Science	½ or 1 unit.
Biology or Botany or Zoology	½ or 1 unit.
Chemistry	1 unit.
Physics	1 unit.
Physical Geography	½ or 1 unit.
Physiology and Hygiene	½ or 1 unit.

Foreign Language

Latin	2, 3, or 4 units.
French	2 or 3 units.
Spanish	2 units.
German	2 or 3 units.

Mathematics

Algebra	1 unit.
Arithmetic	1 unit.
Geometry	1 unit.
College Review Mathematics	1 unit.

Commercial Subjects

Stenography (including Typewriting)	1 or 2 units.
Bookkeeping	1 unit.
Commercial Geography	½ or 1 unit.
Commercial Law	½ unit.

Fine and Practical Arts

Home Economics	1 or 2 units.
*Manual Training	1 unit.
*Drawing	½ or 1 unit.

The five additional units, necessary in order to make up the 15 units required for admission, may consist of any work which the high school accepts as meeting its graduation requirements.

VI. Place, Time, and Division of Examinations.

Entrance examinations may be taken in June and September at any State Normal School (including the Normal Art School) at the convenience of the applicant. A candidate may take all the examinations at one time or divide them between June and September. Students who have completed the third year in a secondary school may take examinations in not more than five units other than English, in either June or September. Permanent credit will be given for any units secured by examination or certification.

VII. Selective Process. Priority of application among qualified candidates as a basis for selection is no longer in effect. When the number of qualified applicants on July 1 is in excess of the number that can be admitted, the scholarship record and ratings of the personal characteristics of all applicants as received from the high schools, will be evaluated in accordance with the method given below. Candidates will then be admitted in the order of their total scores up to the capacity of the school.

In making up the scores for comparison:

- (a) Scholarship will be allowed 75 points for 15 units of work.
- (b) Personality will be allowed 25 points.

On the scholarship record, a mark "A" will be allowed 5 points; "B", 4 points; "C", 3 points; "D", 2 points. (For the system of marking, see Manual for High Schools, Page 74.)

On the personality record, which includes ten characteristics, exclusive of

* To be accepted for admission to the practical arts course at Fitchburg and the Normal Art School only.

* A maximum of two units will be accepted for admission to the Normal Art School.

health, a mark of "Superior" will be allowed $2\frac{1}{2}$ points; "Excellent", 2 points; "Good", $1\frac{1}{2}$ points; "Fair", 1 point.

VIII. Admission as Advanced Students. A graduate of a Normal School, or of a college may be admitted as a regular or advanced student, under conditions approved by the Department.

IX. Admission of Special Students. When any Normal School, after the opening of the school year, can accommodate additional students, the Commissioner may authorize the admission as a special student of any mature person recommended by the principal as possessing special qualifications because of exceptional and vital experience and achievement outside of school. Special students are not candidates for diplomas or degrees until they qualify as regular students, but they may receive certificates from the Department upon the satisfactory completion of the work of any curriculum.

SCHEDULE OF EXAMINATIONS FOR 1929

Thursday, June 6

8.15 a. m.—	8.30 a. m.	Registration
8.30 a. m.—	10.30 a. m.	English
10.30 a. m.—	12.30 p. m.	Latin, Commercial Subjects
1.30 p. m.—	4.30 p. m.	Social Studies

Friday, June 7

8.15 a. m.—	8.30 a. m.	Registration
8.30 a. m.—	10.30 a. m.	Mathematics
10.30 a. m.—	12.30 p. m.	German, French, Spanish
1.30 p. m.—	4.00 p. m.	Sciences
3.30 p. m.—	5.00 p. m.	Fine and Practical Arts

Monday, September 9

8.15 a. m.—	8.30 a. m.	Registration
8.30 a. m.—	10.30 a. m.	English
10.30 a. m.—	12.30 p. m.	Latin, Commercial Subjects
1.30 p. m.—	4.30 p. m.	Social Studies

Tuesday, September 10

8.15 a. m.—	8.30 a. m.	Registration
8.30 a. m.—	10.30 a. m.	Mathematics
10.30 a. m.—	12.30 p. m.	German, French, Spanish
1.30 p. m.—	4.00 p. m.	Sciences
3.30 p. m.—	5.00 p. m.	Fine and Practical Arts

11
COURSES

Elementary, Junior High School, and Practical Arts Departments

SUBJECTS AND INSTRUCTORS	RECITATION PERIODS						
	First Year	Second Year Elementary	Second Year Junior High School	Third or Fourth Year* Junior High School	First Year Practical Arts	Second Year Practical Arts	Third Year Practical Arts
Assembly	78	52	52	78	38	38	38
Psychology Pedagogy	52	65	65	65	26	26	26
Mr. Percival							
Miss Hawley							
History of Education, School Law	—	39	26	39	13	—	26
Mr. Herlihy							
School Management—Introduction to Teaching	26	26	26	26	—	—	—
Mr. Carpenter							
Special Methods	—	—	—	—	78	123	39
Mr. Anthony							
Practice Teaching	26	325	325	—	—	208	—
Ethics—Junior High School Organization	13	26	26	78	—	—	—
Miss Bradt							
History and Civics	13	104	65	117	26	38	38
Mr. Harrington							
Miss Hawley							
General Science	39	39	39	78	—	—	—
Mr. Smith							
Geography	91	—	26	52	26	—	—
Miss Webster							
Nature Study and Gardening	76	—	—	52	—	—	—
Mr. Randall							
English Language and Literature	—	104	104	78	—	38	—
Miss Williams							
Language, Reading, Story Telling	104	—	—	—	—	—	38
Miss McCarty							
Library Instruction	39	—	—	—	—	—	26
Miss Hassell							
Penmanship	26	13	—	—	—	—	—
Miss McCarthy							
Arithmetic	104	—	—	—	—	—	—
Miss Doland							
Mathematics and Related Work	—	—	52	52	65	78	13
Mr. Weston							26
Mr. Akeley							
French	—	—	—	78	—	—	—
Miss Grammont							
Music	39	39	39	39	—	—	—
Miss Perry							
Physical Culture and Hygiene							
Mr. Crosier	Men 52	52	76	52	52	78	78
Miss McDermott	Women 76	52	76	52	—	—	—
Handwork and Drawing							
Miss Lamprey	52	39	52	76	—	—	—
Miss Conlon	39	52	—	52	—	—	—
Clubs	38	38	38	38	38	38	38
Shop Academics	—	—	—	—	78	78	78
Practical Arts Instructors							
Drawing and Design	—	—	—	—	65	52	39
Mr. MacLean							
Shop and Related Work	—	—	—	—	157	135	—
Mr. MacLean							
Woodfinishing, Metal Finishing and Painting, Shop and Related Work	—	—	—	—	135	157	—
Mr. Akeley							
Metal Working, Shop and Related Work	—	—	—	—	292	—	292
Mr. Purinton							
Woodworking, Shop and Related Work	—	—	—	—	292	—	292
Mr. Landall							
Printing, Shop and Related Work	—	—	—	—	—	292	292
**Mr. Livermore							

A period is forty-five minutes. This table shows the total periods for the year. Some courses may be given more periods per week for a shorter time or fewer periods for a longer time. Shop work is not divided into periods at all, but is continuous in one shop for a term of about ten weeks, twenty-two hours per week; then in another.

*Students in the third year of this course are engaged in teaching wherever they obtain positions. Thus while they are still regarded as members of the school, they are not in actual attendance.

**In the cases of students to whom a differentiated course seems advisable, the amount of time scheduled in the shops may vary from the above general course.

Educational Psychology — Mr. Percival and Miss Hawley*Elementary Course*

First Year. Four periods per week, 13 weeks.

A study of the factors which help or hinder the individual pupil in solving the problems of learning or of adjustment, which grow out of his school life.

In addition to experiments, case-studies and demonstrations, the classroom discussions are based upon readings in text books and in the current educational magazines.

Second Year. Five periods per week, 13 weeks.

A study of the results of recent educational research in several fields, including, Individual Differences in the Capacities of School Children; Special Abilities and Disabilities; Measuring the Results of Teaching; the Mental Health of the School Child; and Various Aspects of the Learning Process.

Discussions and written reports are based upon readings in text books and in current educational magazines. Every effort is made to relate the classroom work to the problems the students find in the training schools.

Junior High School Course

First Year. Four periods per week, 13 weeks.

Second Year. Five periods per week, 13 weeks.

The work is similar to that described above in the first year of the Elementary Course. The case-studies and the readings deal with problems of the Junior High School.

Third Year. Five periods per week, 13 weeks.

A study of the results of recent educational research in several fields, including, The Nature of Intelligence and Its Measurement; The Psychology of the Various High School Subjects; Mental Hygiene; Special Abilities and Disabilities; and Various Aspects of the Learning Process.

Practical Arts Course

First Year. Two periods per week, 13 weeks.

Second Year. Two periods per week, 13 weeks.

The course is similar to the elementary course but with special application to Practical Arts teaching.

Third Year. Two periods per week, 13 weeks.

Some of the principal truths as to the ways in which psychology may be used scientifically in promoting efficiency in various lines are studied and then applied to the teaching of practical arts to children of junior high school age.

History of Education — Mr. Herlihy

Seniors. Two periods per week, 13 weeks.

The course aims to trace the development of our conception of education, the changing motives and methods, to insure a sense of proportion in observing present tendencies; to study public education as it is now administered; to gain some acquaintance with the laws that establish and regulate this administration and that determine the authority and relative responsibilities of teachers and school officials.

Third Year. Two periods per week, 13 weeks.

The same, pursued more intensively and supplemented with a study of practical present day problems of education and administration.

Practical Arts. First Year. One period per week, 13 weeks.

Introduction to teaching. The simplest approach to the profession of teaching.

Third Year. One period per week, 13 weeks.

History of Education. Tracing the development of Manual Training and Vocational Education and the laws relating thereto.

Ethics — Miss Bradt

First Year. One period per week, 13 weeks. *Second Year.* Two periods per week, 13 weeks.

This course aims to help in the development of personal standards through the discussion of social and professional problems with which the student and the teacher must deal.

Junior High School Organization and Administration — Miss Bradt

Fourth Year. Two periods per week, 38 weeks.

Deals with the history of the Junior High School movement, special functions, nature of the Junior High School child, guidance, organization and administration of pupil activities, the curriculum, methods of teaching, problems of organization and administration.

Science — Mr. Smith

General Science. Freshmen. Elementary Course. Three periods per week, 13 weeks.

Such projects are selected as refer to industries, processes, inventions, and natural phenomena; to the study of common minerals and rocks with respect to their industrial importance and their relation to soil formation; to the development of scientific reasoning and facts for the student's use as a teacher.

General Science. Freshmen. Junior High School Course. Three periods per week, 13 weeks.

This course includes a study of the methods and projects used in teaching practical science in the junior high school.

General Science. Juniors. Junior High School Course. Three periods per week, 13 weeks.

The elementary principles of some science are considered with special reference to methods of study including individual laboratory work.

General Science. Seniors. Junior High School Course. Three periods per week, 26 weeks.

Special attention is given to the study of methods used in teaching science.

This includes individual laboratory work, a comparative study of text books, the working of projects and outlines of study, special reports to the class, drawings, etc.

Attention is also given to the cultural study of science.

General Science. Seniors. Elementary Course. Three periods per week, 13 weeks.

The work consists of the study of projects based on the interests and surroundings of pupils in the first six grades and the aims, methods and suggestive outline of work for each grade.

It includes observation, laboratory work, individual reports to the class on special subjects, and use of the best text books.

Geography — Miss Webster

Geography I. Freshmen. Four periods per week, 26 weeks.

The aim is to point out the breadth and possibilities of the subject and its relationship to history and nature study.

Principles of geography and their application with emphasis upon human geography.

Aims, methods, and materials, together with selected contents used in geography teaching in the first six grades.

Geography II. Juniors. Two periods per week, 13 weeks.

Aims, methods, and materials, together with selected content used in geography teaching in junior high school.

Geography III. Junior High School. Third Year. Four periods per week, 13 weeks.

Selected principles of physical and economic geography and their application in studies of the United States and Europe.

Studies in the evaluation and use of geographic materials and standards of attainment in geography for the junior high school.

Geography IV. Practical Arts Men. First Year. Two periods per week, 13 weeks.

Correlation of geography with shop work by means of selected problems and projects.

Introduction to Teaching — Mr. Carpenter

Freshmen. Two periods per week, 13 weeks.

School Management — Mr. Carpenter

Seniors. Two periods per week, 13 weeks.

These courses aim to furnish the prospective teacher with a compendium of principles to guide in the organization and conduct of a school; to show how most effectively and economically to direct a group of pupils in the acquisition of useful facts, thrifty habits, sound principles, and high ideals of life and conduct to the end that each may become "socially efficient."

Special Methods in Practical Arts — Mr. Anthony

First Year, 78 periods. *Second Year*, 123 periods. *Third Year*, 39 periods.

(a) A study of the ways and means used in good teachings by which boys derive the desired values from their constructional activities in the Practical Arts.

(b) A study of the growth, scope and trend of Practical Arts Training in its relation to other kinds of general and industrial Education.

History and Civics — Mr. Harrington and Miss Hawley

History and Civics I. Seniors. Four periods per week other 26 weeks.

History and Civics I. Freshmen. One period per week for 13 weeks.

Aims and methods in history and civics teaching in the first six grades.

Incidental study of men and events in American history, both local and general.

Study of the origins of American civilization in the Old World.

Projects in community civics, government, and present day problems.

Development of correct civic ideals and habits.

History and Civics II. Juniors. Three periods per week, 26 weeks.

Aims and methods in teaching of history and civics in the junior high school.

History and Civics III. Junior High School. Seniors. Three periods per week, 26 weeks.

Selected projects in American history and its Old World background.

Study of American political, social, and economic problems.

Civics for Practical Arts Men

First Year. Two periods per week, 13 weeks.

Civil Government — content and teaching methods.

Second Year. Three periods per week, 13 weeks.

Current History.

The shop and the boy.

Method in the social subjects.

Third Year. Two periods per week, 19 weeks.

Economic and social problems.

Nature Study and Gardening — Mr. Randall

First Year. Two periods per week.

This course deals with the more common objects of nature that appeal to the interests of children of the first six grades of the elementary schools. The aim of the course in the first three grades is sense development, and in the fourth, fifth, and sixth grades, to give the child information that leads to individual activity during the out-of-school hours. The course of study prepared for the elementary schools of Massachusetts is followed. Each normal school student is required to prepare teaching lessons on the subjects outlined for each grade. The large greenhouse, gardens, and the nearby fields and forests furnish an unusual laboratory for this branch of instruction.

Junior High School I. Two periods per week.

This course deals with elementary principles of biology and is planned to give students a background for the teaching of general biology and practical science in the junior high school.

Junior High School Seniors. Four periods per week, 13 weeks.
A course dealing with the methods used in the teaching of biology.

English Literature and Composition — Miss Williams

Junior High School Juniors. 104 periods.

Study of the basic principles of English as applied to the upper grades, with particular emphasis on methods of teaching grammar, composition, and literature in these grades.

Junior High School Seniors. 78 periods.

A survey of the development of American literature; extensive reading of various types; collateral reading, class discussion, special reports.

A brief course in composition developed in the form of group projects.

Elementary Seniors. 104 periods.

The development of oral and written composition through appreciation and imitation of the best prose literature.

A rapid survey of the history of English poetry and of English drama; extensive reading in nineteenth and twentieth century poetry and drama.

Oral Expression. Practical Arts Men. 38 periods.

Practice in informal discussion, extemporaneous speaking, and debating.

English — Miss McCarty

First Year. Four periods per week, 26 weeks.

I. *History and Psychology of Reading.*

Principles and methods of teaching reading and discussion of present day methods.

Reading and criticism of children's literature.

Principles, sources, and manner of story telling.

Observation of story telling in practice school.

Story telling to children and normal students.

II. *Language and Spelling.*

Principles and methods of presentation of language and spelling lessons.

Projects worked out for language use.

Observation of reading, language, and spelling lessons, and story telling in practice schools.

Planning and teaching of lessons to classes of children.

Written English. Practical Arts Men. 38 periods.

The aim of the course is to give knowledge of correct usage in written English adapted to the needs of the Practical Arts course.

It includes a study of common errors of punctuation, sentence structure, and paragraphing, English grammar, letter writing, composition, etc.

Exercises to correct deficiencies in spelling.

Library Instruction — Miss Hassell

First Year. Three periods per week, 13 weeks.

In this course there are two aims,

1. To help the student to use effectively the study helps in this library.
2. To give an understanding of the school library as an educational factor in the elementary or junior high school.

Some study is given to reference books, indexes, current magazines, book selection and ordering, and methods used in the modern library in its arrangement, classification, and cataloging of books, pictures, etc.

Arithmetic — Miss Doland

Arithmetic. Freshmen. Four periods per week, 26 weeks.

Aim: To prepare students to teach to children of the first six grades, number facts, fundamental processes, fractions, decimal, and non-decimal, with their

applications in percentage, in a manner so intelligent that the pupils may gain facility in numbers at the least possible time cost.

Methods: Study of subjects designed for each grade, demonstration lessons, experimental teaching by students in classroom with discussion of the effort, observation lessons, writing lesson plans, study of text books, teaching in training under direction of training school supervisor in co-operation with Normal School instructor.

Penmanship — Miss McCarthy

Penmanship. Freshmen. One period per week, 26 weeks. Preparation one and one-half hours per week.

Seniors. One period per week, 13 weeks.

Aim: To train students to write well on paper and on blackboard for school-room use, and for other professional purposes; to prepare students to teach muscular movement penmanship in grade schools.

Method: Individual practice, classroom teaching, discussion, study of different systems of penmanship.

Each student is required to do a minimum number and variety of projects to give him actual experience in producing work of practical value.

Mathematics and Related Work — Mr. Weston

Practical Arts. First Year. 65 periods. *Second and Third Years.* 78 periods; 13 periods.

This course is intended to prepare students in the Practical Arts and Junior High school courses, to teach mathematics or shopwork, in the intermediate grades, or junior high schools or in manual training schools.

Junior High School Juniors. Four periods per week, 13 weeks. *Junior High School Seniors.* Two periods per week, 26 weeks.

This course consists of a study of the content and of the teaching methods used in arithmetic, geometry, and algebra, as taught in the junior high schools and prevocational schools. The related work deals chiefly with shop problems and the correlation of these problems with the regular academic studies of the junior high school.

Mathematics — Mr. Akeley

Practical Arts. Third Year. 26 periods.

French — Miss Grammont

Third Year. Two periods per week.

This course comprises the theory and method of teaching French in the junior high school, and the study of the language for its cultural value.

All class work is conducted in French to better enable the student to master the French accent.

Physical Education for Men — Mr. Crosier

Two periods per week.

The purpose is twofold.

1. *Personal.* (A) To develop body control in gymnastics, games and sports. To establish health habits. (B) To develop ideals of sportsmanship and team work. (C) To develop initiative and leadership.

2. *Professional.* To train in methods of applying all of the above to children. Methods of organization and promotion of sports as conducted by Athletic Organizations. Also practice in officiating and coaching.

The first purpose is worked out by means of (A) Talks on Hygiene and First Aid. (B) Gymnasium work including marching, free arm exercises, apparatus exercises, gymnastic dancing, group contests and games. (C) The Men's Athletic Association which conducts athletic contests and supervises the school teams in various sports.

The second purpose is worked out through (a) a study of methods of teaching health; (b) selection of schoolroom and playground activities for boys of

different ages and environment; (c) methods of presenting activities (giving commands, organizing groups, coaching, etc.) using the normal class for practice teaching, practice teaching or coaching in nearby schools.

First Year. Review the work of physical training given in modern school systems in elementary grades and affords an opportunity for personal development in muscular development and control which will make students better fitted to present the subject of Physical Education when they become teachers.

Second Year. Review of activities for Junior High Schools. Team games, methods of promotion, and organization of leagues.

Third Year. Review of activities for High School. Methods of organization, promotion, coaching and officiation. Initiative and leadership encouraged, especially with handling groups of boys.

Physical Education and Hygiene — Miss McDermott

First Year. Three periods per week, 13 weeks. Two periods, 26 weeks.

The aim is positive health — physical, mental and moral.

The purpose is twofold:

Personal. To develop the right attitude toward health habits and improvement of posture. Students will be aided in this by individual corrections and instruction, and by being taught to check up this daily hygiene through health cards and other means.

Professional. To train in methods of applying health education, physical training and organization of sports and athletics in the schools.

Second Year. Two periods per week, 26 weeks.

Theory and practice continued, with more emphasis on theory. Professional attitude stressed.

Third Year. Two periods per week.

Theory and practice, with stress on practice teaching assignments.

Methods of teaching hygiene appropriate to each grade studied. A student assistant has charge of the "play periods" in the training schools. Supplementing this instruction a health club is organized and conducted by the students, all competing for class and school honors. The Art Department co-operates by giving suggestions and by acting as judges in the poster work, which is included in the Club program.

All women students are members of the Women's Athletic Association, an organization for the promotion of out-of-door sports and leisure time activities. Hikes, basket-ball, tennis, field hockey, soccer, and track are encouraged.

Music — Miss Perry

First Year. One period per week, 26 weeks. *Second Year.* One period per week, 13 weeks. *Third Year.* One period per week, 13 weeks.

This course covers the subject matter of music taught in the public schools. Special attention is given to the study of rote singing, ear training, voice training, enunciation, and interpretation. Lesson plans are made and discussed and teaching lessons are given in the classroom.

The entire school is assembled twice a week for a half period of chorus singing, and training in the singing of selections of especial merit.

Music Appreciation. First Year. One period per week, 13 weeks.

Second Year. One period per week, 13 weeks. *Third Year.* One period per week, 13 weeks.

This course aims to make intelligent listeners and create an appreciation of the beautiful in music.

Folk songs, art songs, opera, oratorio, and symphonic forms are studied with the lives of the composers. These are illustrated by piano and victrola.

A school orchestra and glee club are organized for special work.

Drawing — Miss Lamprey

Freshmen Year. Two periods per week, 26 weeks. Expected preparation not to exceed two periods per week.

Objective, A common knowledge of the elementary subject matter of Representation and Design, and skill in expression.

A course dealing with the elements and principles of Representation and Design, with special application to the work of pupils in grades 1-6. What shall be taught and how. Study of selected curricula, method, and content. Illustrated by observation.

Senior Year. Three periods per week, 13 weeks. Expected preparation not to exceed two periods a week.

Objective (a), An understanding of the relative value and place of Art Work in general education with the power to teach it.

A course in the adaptation of general methods of teaching to Art Work in grades 1-6, including general discussions of pedagogical principles related to the arts, the making of lesson plans, and teaching in the training school.

Blackboard work.

Objective (b), An increased acquaintance with an enjoyment of Nature and Art.

Art analysis, which aims to form the habit of recognizing and applying basic principles of design. The development of artistic appreciation.

Junior High School Course

Second Year. Two periods per week, 26 weeks. Expected preparation not to exceed two periods per week.

Objective (a), An understanding of the relative value and place of Art Work in general education with the power to teach it.

A more advanced course dealing with the applications of representation and design to the work of pupils in the junior high school. What shall be taught and how. Study of selected curricula, method, and content.

Blackboard work.

The development of skill in the use of drawing as a language in teaching school subjects.

Objective (b), An increased acquaintance with and enjoyment of Nature and Art. Art analysis and appreciation as for the senior year.

Third Year. Two periods per week, 38 weeks. Expected preparation not to exceed two periods a week.

Objective (a), An understanding of the value and place of Art in History and modern life.

A course discussing the influence Art has had and should continue to have on dress, home, school, architecture, civic beauty, industry, and commerce.

Objective (b), Applications of representation and design in projects in which the student is especially interested.

The fact that the normal school students, taking courses in Representation and Design, are preparing to teach these subjects is always kept in mind and determines to a great degree the manner in which the courses are presented and taught. The projects taken up are as clearly related to everyday life as possible.

Handwork — Miss Conlon

Freshmen. Three periods per week, 13 weeks.

The aim is to develop practical knowledge and appreciation of handwork by a study of the educational meaning of the manual arts and by planning and carrying out individual, group and class projects suitable for children in Grades I to VI.

Knowledge of the principles of design and the theory of color as applied to handwork is developed in working with such mediums of expression as paper, cardboard, stickprinting, weaving, modeling and sandtables. Nearly all of the handwork is correlated with other subjects.

Seniors. Two periods per week, 26 weeks.

The general aim is the same as that of the junior course. In connection with our study of the principles of interior decoration, the origin and development of the basket and the evolution of the book, each student plans and makes

a model room, two or more baskets and different types of bound books. Such crafts as elementary woodwork, leather tooling and linoleum block printing are included in this course.

Work with copper, silver, stencils, clay, gesso, cement, soap modeling, weaving and batik dyeing is optional.

Junior High School Course. Third Year. Two periods per week, 26 weeks.

Although the crafts taught in this course are the same as those in the second year, students are given the opportunity to plan part of their course so that more time can be given to the crafts in which they are particularly interested.

Printing — Mr. Livermore

Practical Arts Men. 584 periods.

The general purpose of this course is to instruct men in the fundamental principles pertaining to letter-press printing and typography; to that degree that they shall be able to teach pupils of the junior and senior high and continuation schools in the art.

I. A common knowledge of tools, arrangement and care of equipment.

II. Appreciation of constructive operations in composition, imposition, paper cutting, and presswork.

III. Analysis of projects plus an understanding of the value and place of printing in general education with the power to teach it.

Each student is required to do a minimum number and variety of projects, to give him actual experience in producing work of practical value to meet his own and school department needs.

Metal Working — Mr. Purinton

Practical Arts Men. 584 periods.

The metal-working course offers the student a variety of experiences involving the metal trades, so that he may understand their processes and be able to repair and construct various metal objects used in household and school.

Projects are employed which do not come in a definite order but the general phases of shop training will be developed in the following order:

I. Tool operation and methods of construction. Care of equipment, etc.

II. Create initiative, responsibility, efficiency and an idea of service.

III. Study of operations. Appreciation of methods employed.

IV. Develop creative ability. Responsibility test. Judgment test.

The course embraces three major subjects, sheet metal, electrical, and general shop work.

Sheet Metal Work: While making various sheet metal articles the student becomes acquainted with the manufacturing processes of several kinds of sheet metal, with the methods and processes employed to attach and assemble them, and gains an appreciation of the trade skill required to demonstrate and teach the subject.

Related Work: The manufacture of various metals. Sheet metal conventions.

Electrical Work: Class instruction upon electrical principles and practical application of installation and repair problems found in the average home. The demand for electrical appliances and conveniences for the home and school makes the construction of such articles exceptionally interesting as a manual arts activity. Discussion of methods used in teaching (1) principles of elementary electricity; (2) their relation to modern electrical appliances; (3) examples and problems concerning the flow of electricity; (4) conventions of bell wiring, house wiring, household appliances, radio and automobile electrical units.

General Shop Work: Machine shop practice and bench work offering the student a variety of work with bar steel stock, round, square, flat, angle, channel, tee, etc., and in shaping odd forms of cast iron and steel casting, subsequently to be assembled (using blueprints) into a machine or device for practical use. During the assembling the student becomes familiar with the various bolts and machine-screws, and methods of using them, thus at the same time exercising less initiative and testing his judgment.

Related Work: Project analysis, Automobile construction and operation.

Mechanical Drawing — Mr. MacLean

Practical Arts Men. 292 periods.

The course consists of free hand and mechanical drawings of objects that are to be made or have already been made in the shops for meeting school and home needs. These drawings and others afford training in design and the principles of construction, the reading and making of readable drawings. The course includes (I), detail and assembly drawing, projection, revolutions, auxiliaries, sections, threads and fastenings, conventions, lettering, penciling, inking, (II), isometric and perspective drawing, blue printing, care and buying of equipment. The layout of shops and the development of projects in metal work and woodwork suitable for Junior and Senior High Schools and woodwork suitable for Junior and Senior High schools and Continuation schools.

52 Periods. Geometrics:

Practical application of a series of problems in geometric construction and development. The purpose is to prepare particularly for the metal shop.

Methods used in teaching drawing, and an opportunity to put them into practice.

38 Periods. Blackboard Drawing.

To develop the ability to place on the board a sketch of the project he is developing before a class which is a most valuable equipment for a shop instructor. The plan begins with drawing in its simplest form and works toward more complicated projects.

38 Periods. Pencil Sketching.

To develop an ability to place on paper ideas to be passed on to others. The equipment for and the technique necessary to fulfill this purpose.

Woodworking — Mr. Landall

Practical Arts Men. 584 periods.

The purpose is to prepare young men to organize and direct school shop activities and to teach fundamentals of handwork and machine work in the making and repairing of objects which meet a need in school, home, or community.

This course includes the study of:

- I. Methods, use and care of equipment.
- II. Constructive operations, efficiency, appreciation of good work.
- III. Analysis of projects, teaching methods applied.
- IV. Independent work developing confidence, initiative and responsibility.

Reading and interpreting simple blueprints, sketches and drawings. Selecting, ordering and cost of material. Stock bills, layout, use of catalogs, notebook work. Use and methods of tools and hand shaping processes.

Kinds, uses and characteristics of woods commonly used. Simple construction, uses and kinds of joints, fastening and assembling.

Machine operations on circular saw, band saw, jointer, surfacer, mortiser.

Safety and guarding.

Turning: tools and machine in roughing, smoothing, cutting off, concave and convex curves, face plate work, polishing.

Hardware: selecting, cost, placing and fastening.

Upholstering: plain board surface, framed structure repairing.

Study throughout of related shop work; lesson plans, instruction sheets notebook.

Woodfinishing — Mr. Akeley

Practical Arts Men. 292 periods.

Finishing and refinishing of objects needed for use in the school and home involving training in staining, shellacing, varnishing, rubbing, polishing, mixing of colors, painting, kalsomining, elements of interior decoration, and glazing.

Writing of specifications for the various projects and estimating the labor and material for the same. Selection and care of equipment and materials and the making out of orders for the same.

GRADUATES, 1928

Junior High School Course — Four Years

(Including one year experience in teaching)

Chase, Ruth Elizabeth	Leominster
Farr, Helen Lucretia	Fitchburg
Hayden, Irene Barbara	Fitchburg
Hughes, Mary Ellen	Fitchburg
Lesure, Grace Minerva	Fitchburg
Smith, Lillian Mary	Fitchburg
Sullivan, Herbert Joseph	Fitchburg

Junior High School Course — Three Years

Asiala, Martha Louise	Fitchburg
Hines, Irene Frances	Leominster
Kelleher, Helen Frances	Brockton
Kerttula, Enni Aili	Fitchburg
Kielty, Sadye Frances	Fall River
Lothrop, Louise	Fall River
Meade, Elizabeth Catherine	New Bedford
Ployart, Evelyn Mary	Maynard
Ricker, Annie Florence	Cambridge
Strepek, Catherine Josephine	Holyoke
Towle, Grace Ella	Scituate
Wood, Jessie Frances Aldrich ³	Acton
Dolan, Joseph Michael	Leominster
Laws, John Stewart	Worcester
Provasoli, John Daniel	Marlborough
Rice, John Barrett	Marlborough
Roach, John Bernard	Millbury

Elementary Course — Two Years

Ashe, Helen Owen	Chicopee Falls
Barr, Katherine Alice	Leominster
Bell, Gertrude Vera	Holyoke
Bell, Jean Elizabeth	Westford
Belliveau, Alberta Mary	Fitchburg
Boardman, Grace Dorothy	Fall River
Boodry, Irene Dolores	Fall River
Brodsky, Sarah	Fitchburg
Bush, Josephine	Willimansett
Buttimore, Frances Mary	Winchendon
Cairns, Catherine Mary	New Bedford
Carson, Marion Claire	North Shirley
Clark, Mildred Janet	Stoneham
Conroy, Marion Catherine	Worcester
Curry, Margaret Mary	Waltham
Cyr, Leone Frances	Fall River
Day, Dorothy Preston	Oakham
Dearden, Leah Margaret	Springfield
DeSerre, Margaret Esther	New Bedford
Dick, Sylvia	West Warren
Doran, Elizabeth Rose	Fall River
Dormin, Elizabeth Ann ¹	Fitchburg
Dowd, Kathryne Franceska	Chicopee Falls
Drew, Doris	Hudson
Emerson, Velma Cooke	Lunenburg
Finch, Ruth Elizabeth	Chicopee
Fitzgibbon, Catherine Joanna	Athol
Flynn, Emma Martina	Fall River

Fookes, Ada Ophelia	Leominster
Fowelin, Elsa Christina	Gardner
Fraser, Mary Ledgerwood ¹	Leominster
Gaudet, Phillis LaVaughn	Waltham
Gaughan, Abigail Agnes	New Bedford
Gay, Marjorie Grace	Fall River
Gilson, Alice Grace ¹	Fitchburg
Gist, Rosalie Bailey	Leominster
Haggerty, Mildred Madeline	Roslindale
Hammond, Catherine Agnes	Fall River
Harrington, Julia Mary	Fall River
Hawkes, Lois Christine	Buckland
Heikkila, Elina Ingrid	Gardner
Hennessy, Helen Veronica	Turners Falls
Huckins, Beatrice Pearl	Ashby
Innerasky, Florence Rosie ¹	Fitchburg
Ireland, Dorothy May ¹	Leominster
Jacobson, Mildred Sophia	Gardner
Johnson, Vivian Estelle	Leominster
Jones, Adelaide Sanders	Leominster
Justen, Elsie Eunice ¹	Fitchburg
Kelley, Mary Margaret	Clinton
Killelea, Margaret Mary	Leominster
Kingston, Elizabeth Ethel ¹	Whitinsville
Lamb, Beatrice Elizabeth	Leominster
Lawson, Dorothy Vernon	Fall River
Laberee, Alberta Gould ¹	Fitchburg
Lennon, Margaret Alice ¹	Fitchburg
Mahoney, Helena Barbara	Fall River
Margolis, Sarah Diane	Holyoke
Mathewman, Gertrude Mary ¹	Whitinsville
McBreen, Isabelle Patricia	Concord
McCarthy, Helen Gertrude	Springfield
McCavery, Ann Lewellyn	Chicopee
McDonnell, Alice Elizabeth	Leominster
McNeil, Margaret Harrop	Chicopee Falls
Melia, Anna Mae	Fall River
Miller, Grace Marion ¹	Agawam
Moran, Catherine Anna	Fall River
Moreau, Helen Muriel	Chicopee
Mountainland, Amanda Sofia	Templeton
Muir, Audrey Lucile ²	Rockport
Mullen, Mary Beatrice ¹	Leominster
Murdock, Marion Richardson ²	Westminster
Murphy, Margaret Mary	Fall River
Murray, Mary Veronica	Fall River
O'Brien, Louise Thomasine	Fall River
Oddy, Laura Elizabeth	Littleton
O'Donnell, Alice Eleanor	Gardner
O'Malley, Dorothy Christine	Springfield
O'Malley, Sarah Anne	New Bedford
O'Neil, Mary Veronica	Fall River
Parè, Doris Marie	Franklin
Partington, Mary Elizabeth	Westport
Petcen, Anna ¹	Northampton
Phaneuf, Mary Elizabeth	Fitchburg
Pinks, Nettie	Chelsea
Pitkin, Gwendolyn Cora	Westford
Potter, Edith Viola	Attleboro

Pratt, Cecily Constance	West Springfield
Proctor, Margaret Sidney ¹	Lunenburg
Pryor, Alyce Margaret	Revere
Reeves, Letitia Irene ¹	Leominster
Remington, Maybelle Elizabeth	Franklin
Roache, Mary Louise	Winchendon
Roberts, Evelyn Ina	Shelburne Falls
Rose, Emylee Norma	Leominster
Salin, Aili Miriam	Fitchburg
Salmon, Lillian Pushee	Boxborough
Sampo, Irja Tehilla ¹	Fitchburg
Sawyer, Helen Merriam	Lancaster
Senuta, Alice Catherine	Fitchburg
Sheehan, Alice Virginia	Concord
Sheehan, Catherine Margaret	Fitchburg
Sheldon, Ethelynd Thelma	Northfield
Smith, Catherine Veronica	Fall River
Sullivan, Helen Eugenia	Fall River
Sullivan, Helen Veronica	Fall River
Sullivan, Margaret Marie	Chicopee
Sullivan, Mary Constance	Fall River
Sullivan, Mary Doris	Fall River
Sullivan, Mary Frances	New Bedford
Sullivan, Mary Veronica	Fall River
Sweeney, Millicent Frances	Fall River
Swicker, Lillian Matilda	Townsend
Talyor, Bessie Mae	Gardner
Tonseth, Margaret	Lunenburg
Turunen, Sylvia	Fitchburg
Tuttle, Edith Frances	Warren
Ward, Cecilia Elizabeth	Clinton
Williams, Dorothy Bernadette	Fall River
Winslow, Alda Esther	Fitchburg
Wright, Corrine Ahl ¹	Agawam
Wright, Marjorie Harriet	Brookfield
Brown, Henry Maurice ¹	Worcester
Collen, Paul Robert ¹	Orange
Degnan, Francis Joseph ¹	Worcester
France, Edward James ¹	Fall River
Geary, Donald J. ²	Leominster
Hapgood, Charles G.	Middleboro
McLean, Hugh Cameron ¹	Fitchburg
Monfredo, Dominic John ¹	Worcester
Morgan, John Everett ¹	New Bedford
Murray, George Stephen ¹	Weymouth
Prendergast, William James ¹	Clinton
Russo, Guy Joseph ¹	Fitchburg
Sullivan, William Joseph ¹	Leominster

Practical Arts Course — Three Years

Andersen, Alfred Mauritz	Worcester
Burt, John Lawrence	Adams
Carrigan, Thomas Joseph	Worcester
Carroll, Thomas Francis ²	Worcester
Conaty, George Henry	Taunton
Connolly, Leo Augustus	Medway
Connors, James Philip	Adams
Cooper, John Howard	Fitchburg
Daly, John Henry	Worcester

DeSousa, Joseph Alvah	Taunton
Flinton, Edgar William	Leominster
Foley, John Joseph	Worcester
Grenon, Wilfred Henry	Worcester
Leighton, Harvard	Hyannis
Newton, John Henry	Fitchburg
Phelps, Clifford Jones	North Adams
Proctor, Robert Alden	Fitchburg
Roy, Roland George	Worcester
Sullivan, Justin Anthony	Gardner
Thompson, Robert Francis	Arlington
Wilkinson, Leonard Robert	Worcester

STUDENTS — JULY, 1928 TO JUNE, 1929

Senior Class

Aalto, Aino A.	Fitchburg
Aldrich, Hannah L.	Groton
Ambrose, Carl W.	Fitchburg
Antila, Signe	Fitchburg
Ashe, Catherine L.	Chicopee Falls
Ashton, Helen G.	Clinton
Asselta, Ruth F.	Fitchburg
Austin, Margaret	Holyoke
Barr, Katherine A.	Leominster
Blood, Dorothy H.	Groton
Bonardi, George P.	Worcester
Bowen, Ruth M.	West Berlin
Breen, Lillian B.	Worcester
Brett, Marion A.	Leominster
Brown, Henry M.	Worcester
Brown, Lois M.	Templeton
Bunnell, Maries S.	Holyoke
Burdakin, Emily P.	Waverley
Capen, Ruth E.	Palmer
Caplan, Florence	Holyoke
Caplin, Mildred F.	Gardner
Carney, Frances P.	Fitchburg
Cavanagh, Francis J.	Leominster
Cavanaugh, Joseph T.	Springfield
Chamberlin, Evelyn G.	Ashburham
Chudzik, Helen A.	Orange
Clark, Eugene W.	Lowell
Collen, Paul R.	Orange
Collins, Helen L.	Worcester
Collins, Mary A.	Andover
Connelly, Mildred E.	Springfield
Connolly, Alice B.	Springfield
Costello, Eileen M.	Clinton
Dean, Mary E.	Greenfield
Degnan, Francis J.	Worcester
Delay, Dorothy A.	Arlington
DeMarzio, Florence E.	No. Plymouth
Demmon, Arlene E.	Fitchburg
Dudley, Velma I.	Fitchburg
Fillback, Edward B.	Fitchburg

¹Remain for Junior High School Course

²Received diplomas during year

³To remain for summer term

FitzGerald, Gertrude M.	Springfield
Fitzpatrick, Ruth A.	Fitchburg
Flint, Margaret V.	Winchendon
Fontaine, Louis P.	Palmer
Foote, Katherine	Holyoke
France, Edward J.	Fall River
Fraser, Mary L.	Leominster
Gallagher, Eleanor E.	Leominster
Gilson, Alice C.	Fitchburg
Gosselin, Robert E.	Worcester
Hall, Miriam T.	Brockton
Hallet, E. Forest	W. Groton
Harrington, Mildred A.	Holyoke
Haskell, Evelyn F.	Orange
Hayes, Margaret I.	Gardner
Hayes, Margaret P.	Concord
Hayward, Beth N.	West Townsend
Heikkila, Aini M.	Gardner
Heywood, Lucia	Fitchburg
Hickey, Mary L.	Chicopee
Higgins, Mary A.	Westboro
Hopkins, Margaret E.	Chicopee Falls
Houle, Philip L.	Worcester
Hoye, Marguerite L.	Taunton
Hurley, Frances S.	Gardner
Innerasky, Agnes M.	Fitchburg
Innerasky, Florence R.	Fitchburg
Johnson, Gwendolyn V.	Leominster
Karakula, Agnes I.	Hadley
Keating, Alice M.	Fitchburg
Keiler, Emil E.	Easthampton
Kennedy, Louise M.	Fall River
Killelea, Margaret M.	Leominster
Kingston, Elizabeth E.	Whitinsville
Laberee, Alberta G.	Fitchburg
Lakso, Edward A.	Fitchburg
Lamb, Beatrice E.	Leominster
Lamb, Mabel E.	Fitchburg
Lang, Lucie M.	Holyoke
Lanza, Joseph B.	Leominster
Larava, Alice S.	Worcester
Lavery, Beatrice A.	Fitchburg
I'Ecuyer, Constance M.	Fitchburg
Leonard, Gladys A.	Townsend
Leonard, Ina F.	Townsend
Levy, Sarah	Fitchburg
Lyons, Catherine L.	Fitchburg
MacDonald, Catherine A.	Gardner
Maffeo, Elsie	Fitchburg
Maffeo, Philomena M.	Fitchburg
Martin, Avis I.	Fitchburg
Matthewman, Gertrude M.	Whitinsville
Mayer, Catherine E.	Greenfield
McCarthy, Ruth M.	Springfield
McMorrow, Elizabeth A.	Taunton
McNabb, Dorothy F.	Fitchburg
Miles, Margaret I.	Rutland
Miller, Francis A.	Whitinsville
Moison, Gertrude S.	Groton

Monfredo, Dominic J.	Worcester
Moran, Claire	Chicopee Falls
Moran, Paul B.	Fitchburg
Morgan, John Everett	New Bedford
Morgan, Margaret E.	Holyoke
Murphy, Anna M.	Chicopee Falls
Murphy, Catherine V.	Worcester
Murray, George S.	Weymouth
Noble, Percy C.	Westfield
O'Connor, Julia A.	Fitchburg
O'Gara, Marguerite B.	Fall River
O'Leary, James P.	Fairhaven
O'Neil, Florence M.	Worcester
Perrault, Alfred A.	Fitchburg
Petcen, Anna	Northampton
Proctor, Margaret S.	Lunenburg
Ray, Josephine E.	Leominster
Reagan, Elsie L.	Fall River
Reeves, L. Irene	Leominster
Riesman, Marion	Chelsea
Riesman, Ruth	Chelsea
Roberts, Jeannette S.	Springfield
Rolfe, John J.	Fitchburg
Rosch, N. Norman	Chicopee Falls
Rowe, Bernice M.	Westminster
Russo, Guy J.	Fitchburg
Rynn, Alice M.	Ayer
Sampo, Irja T.	Fitchburg
Sawyer, Helen M.	Lancaster
Scanlon, Elizabeth F.	Worcester
Scanlon, Marguerite C.	Chicopee
Shay, Bessie D.	Fall River
Shea, Irene F.	Greenfield
Shea, Margaret A.	Boxborough
Shea, Teresa M.	Fitchburg
Sheehan, Alice V.	Concord
Sheehan, Catherine M.	Fitchburg
Sheerin, Mary C.	Taunton
Smith, Mary B.	Westminster
Southworth, Grace L.	North Dana
Sojka, Anna	Turners Falls
Stewart, Thelma	Littleton
Stratton, Eleanor N.	Arlington
Suhlke, Waldo E.	Leominster
Sullivan, Francis B.	Fitchburg
Sullivan, William J.	Leominster
Sund, Thure A.	Worcester
Suprenent, Dorothy C.	Fitchburg
Tarbell, M. Josephine	Fitchburg
Taylor, Doris E.	Westminster
Tolles, Olive F.	Groton
Totman, Dorothy O.	Greenfield
Tunstall, Cuthbert W.	Fairhaven
Upton, Marie B.	E. Weymouth
Waskiewicz, Agnes E.	North Hadley
Wheeler, Marjorie E.	Shirley
Wild, Mollie	Holyoke
Wood, Geraldine	Orange

Junior Class — Entered Sept., 1927

Anderson, John A.	Norwood
Barnicle, Helen M.	Fitchburg
Bettencourt, Cecilia	New Bedford
Borgman, Fritz	Worcester
Brennan, Joseph F.	Worcester
Clark, Dorothy E.	Fitchburg
Clark, Raymond A.	Fairhaven
Connelly, John J.	Clinton
Connor, Claire M.	Holyoke
Driscoll, Adele M.	Fitchburg
Fitzgibbon, Teresa W.	Fitchburg
Flavin, Helen C.	Athol
Ford, Francis A.	Worcester
Geary, Joseph F.	Somerville
Glidden, Marjorie M.	Natick
Gould, Charlotte F.	Holyoke
Griffin, John P.	Worcester
Harris, Raymond E.	Orange
Hokanson, H. Carter	Worcester
Houle, Lawrence R.	Worcester
Hughes, Thomas J.	Fitchburg
Kelleher, William J.	Marlboro
Kempainen, Sulo A.	Fitchburg
Kielty, Katherine A.	Fitchburg
Lacey, William J. Jr.	Worcester
Lacouture, Abner E.	Worcester
Laughlin, Agnes T.	Taunton
Leger, Marie J.	Fitchburg
Lenaghan, Alice E.	Fall River
Macdonald, Roderick E.	Leominster
Maloney, Williard T.	Pittsfield
Mann, Robert J.	Adams
Martin, Arthur I.	Whitinsville
Martin, Francis D.	Greenfield
Mellitt, Mary A.	Fitchburg
Motyka, Charles J.	Dudley
Needham, Francis J.	Clinton
O'Connor, Margaret M.	Fitchburg
Powers, Cornelius, J.	Taunton
Rishton, Gilbert	Athol
Rodgers, John F.	Leicester
Rogers, Catherine E.	Fitchburg
Salak, Otto	Framingham
Scannell, Helen R.	Holyoke
Severance, Fannie	Erving
Shea, Edna P.	Springfield
Spring, Henry J.	Springfield
Sundberg, Hilding O.	Worcester
Sylvia, Manuel J.	Mattapoisett
Valentine, Joseph K.	Taunton
Ward, Margaret M.	Fitchburg
Watson, Russell J.	Worcester
Welch, Grace L.	Natick
Wheeler, Olive M.	Fitchburg

The following students are not in actual attendance during the present school year. They are employed in teaching and are not counted in the enrollment, but, as they are to return for the final year of their course, they are recorded still as undergraduates.

Dormin, Elizabeth A.	Fitchburg
Justen, Elsie E.	Fitchburg
Lennon, Margaret A.	Fitchburg
McLean, Hugh C.	Fitchburg
Miller, Grace M.	Agawam
Mullen, Mary B.	Leominster
Salin, Aili M.	Fitchburg
Wright, Corinne A.	Agawam
Phaneuf, Mary E.	Fitchburg
Strepek, Catherine J.	Holyoke

Freshman Class — Entered Sept., 1928

Abrams, Mildred	Springfield
Adkins, Elizabeth	Gardner
Angino, Jerry R.	Newton Center
Ashe, Mary R.	Chicopee Falls
Barry, Agnes	New Bedford
Beaudoin, Lucille	Chicopee Falls
Bieda, Anna M.	Chicopee Falls
Blanchard, Helen L.	West Springfield
Blood, Beatrice	Groton
Blouin, Pauline	Gardner
Bcgdon, Frances C.	Chicopee Falls
Bourdon, Roland A.	Leominster
Bowler, Irene M.	Holyoke
Bramante, Santina	Fitchburg
Branley, William F.	Weymouth
Breglio, Helen V.	Springfield
Browne, Eleanor U.	Holyoke
Bullard, Dorothy L.	Orange
Bulcock, James C.	Fitchburg
Bunnell, Helen C.	Holyoke
Burns, Wilfred F.	Leominster
Cail, Lloyd	Waltham
Carlson, Andrew M.	Worcester
Carlson, Clarence H.	Worcester
Charnley, Mary C.	Cambridge
Ciccone, Marino J.	So. Barre
Clarke, Harold G.	Revere
Clay, George W.	Watertown
Conti, Emma M.	East Templeton
Corkum, Hazel E.	Fitchburg
Cosby, Rachael J.	Westfield
Coughlin, Catherine M.	Fall River
Cronin, William J.	Worcester
Cyran, Anna F.	Chicopee Falls
Daniele, N. Charles	E. Weymouth
Daniele, Louis V.	E. Weymouth
Degnan, Peter C.	Worcester
Deignan, Francis L.	Worcester
Dempsey, Helen C.	Fitchburg
Dillon, Catherine F.	Holyoke
Doll, Henry L.	Adams
Donovan, Helen L.	Fall River
Dougherty, Madeline E.	Springfield

Draper, Rachel	Ayer
Erickson, Irene L.	Springfield
Erickson, Ruth J.	Templeton
Eriksson, Olivia L.	Gardner
Falvey, Anna M.	Holyoke
Fanning, Helen P.	Fall River
Fein, Adeline M.	Chicopee
Filansky, Myrtle	Fitchburg
Fisk, Irene A.	Fitchburg
Forbes, Dorothy B.	Springfield
Freeman, Willard G.	Concord
Friberg, Harold A.	Worcester
Geary, John A.	W. Somerville
Gibbons, Mary B.	Clinton
Gilchrest, Elizabeth J.	Lunenburg
Gooding, Randolph C.	Needham
Goodwin, Beryl E.	Taunton
Green, Florence E.	Ashby
Greene, Ellen L.	Fitchburg
Gwozdik, Clementine A.	Hadley
Hanley, Gertrude L.	Belmont
Hanley, Gertrude M.	Fall River
Harley, Gertrude A.	Watertown
Harris, Edwin M. Jr.	Athol
Harris, Lorraine H.	No. Leominster
Hastings, John W.	Clinton
Hayes, Edward P.	Waltham
Hayes, Margaret E.	South Deerfield
Heagney, Alice C.	Clinton
Hennessey, Alice M.	Fall River
Houde, Gertrude M.	Leominster
Houlihan, Mary M.	Worcester
Hykkyri, Irja E.	Townsend
Innerasky, May M.	Fitchburg
Johnson, Rose R.	Townsend
Kaplinsky, Anna M.	Holyoke
Keady, Mary R.	Norwood
Kelleher, Edward J.	Fitchburg
Keyes, Marjorie H.	South Deerfield
King, Jerome B.	Holyoke
Kwayauskas, Domicile	Leominster
Lambert, Adrian E.	Holyoke
Lange, Beatrice M.	Cambridge
Lanzilotti, Isabelle M.	Fitchburg
Lawrence, Alfred C.	Worcester
Leclerc, Alida B.	Worcester
Leddy, Ellen T.	Cambridge
Levy, Harold	Fitchburg
Lynch, Anne M.	Fall River
MacFarlane, John B.	West Duxbury
Maillet, Leo	Fitchburg
Manning, Dorothy R.	Fitchburg
Metcalf, Alice W.	Brimfield
McGrath, Arlene M.	East Pepperell
McLaughlin, Helen	Belmont
McMorrow, George J.	East Weymouth
McTigue, Katherine M.	Holyoke
Millet, Louise S.	Pittsfield
Mills, Harriett A.	Ashburnham

Moriarty, Eleanor M.	Bondsville
Moriarty, Kathryn H.	So. Hadley Falls
Morlock, Alice J.	Winchendon
Morrissey, Thomas F.	Worcester
Moynihan, Ruth M.	Maynard
Murphy, Eileen P.	Chicopee Falls
Murphy, Mary J.	Fall River
Murphy, Marie A.	Fall River
Neilson, Caroline L.	Stow
Newman, Margaret A.	Hatfield
Neidel, Howard W.	Easthampton
Norton, Mary C.	Fall River
O'Brien, William J.	Arlington
O'Connor, Roselin S.	Worcester
O'Leary, Marguerite E.	East Taunton
Oliver, Richard J.	Gloucester
O'Malley, John C.	Fitchburg
O'Neill, Bernice C.	Fitchburg
O'Reagan, Eleanor M.	N. Cambridge
O'Toole, Nora M.	Clinton
O'Toole, Francis P.	Clinton
O'Sullivan, Margaret E.	West Groton
Pearson, Winifred A.	Holyoke
Perna, Tyyne M.	Ashby
Peterson, Gladys M.	Gardner
Planchet, Paul J.	Everett
Potash, Rose	Worcester
Potter, Alice S.	Attleboro
Power, John D. F.	Worcester
Progin, Nelson H.	Fitchburg
Puhakka, Gertrude M.	Fitchburg
Rice, Edson E.	Worcester
Riley, Irene F.	Fall River
Roffee, Dorothy T.	Attleboro
Rooney, Mary H.	South Lincoln
Sautter, William N.	Greenfield
Seeckts, Caroline M.	South Lincoln
Shannon, Gladys M.	Fall River
Shea, Eleanor C.	Fitchburg
Shea, Helen G.	Fall River
Sheehan, Margaret M.	Fitchburg
Shuman, Pearl	Fitchburg
Splane, John H.	Worcester
Steuer, Edward G.	Adams
Stewart, Janet H.	Fitchburg
Stockley, Albert J.	Bourne
Stratton, Elizabeth G.	Arlington
Studer, Albert R.	Greenfield
Sullivan, Anna L.	Fall River
Sullivan, Catherine A.	Webster
Sullivan, Eileen V.	Holyoke
Sullivan, M. Evelyn	Fitchburg
Turcotte, Dorothy A.	Fitchburg
Verderber, Flora M.	Norwood
Ward, Richard A.	Leominster
Waris, Irja V.	Fitchburg
Watson, Ethelyn C.	Leominster
Wayrynen, Rauha V.	Fitchburg
Wickham, Bessie A.	Fitchburg

Wilcox, Lloyd B.	Orleans
Whitaker, Ruth I.	Bernardston
Yoffa, Gretchen H.	Gardner

Summer Session — 1928

Women

Bickford, Ivonetta L.	Fitchburg
Bohaker, Thelma E.	Fitchburg
Bray, Catherine F.	Fitchburg
Brazier, Jessie L.	Fitchburg
Burrage, Ruth E.	Lunenburg
Caccialino, Anna M.	Worcester
Comaskey, Mary	Clinton
Canton, Grace A.	Gardner
Carrigan, Gertrude I.	Ayer
Comtois, Claire A.	Worcester
Connolly, Grace A.	Worcester
Craffey, Gertrude	Worcester
Dawson, Harriet B.	Wallingford, Vt.
Delea, Helen L.	Fitchburg
Dolan, Mary C.	Fitchburg
Douville, Nettie L.	Williamansett
Dugan, Marion J.	West Groton
Edgerly, M. Louise	Auburn
Erickson, Mrs. Maude A.	Oakdale
Estabrook, Nellie L.	Westminster
Fairbanks, Mrs. Marion	Dover, Me.
Flannery, Helen E.	Fitchburg
Freeland, Alice	Auburn
Gilchrest, Alice A.	Lunenburg
Glazier, Dorothy	Fitchburg
Goodnow, Minnie L.	East Sullivan, N. H.
Guiney, Mary K.	Pottersville
Hale, Alice M.	Ayer
Hancock, Carrie D.	Barre
Handlin, Gertrude C.	Fitchburg
Hester, Anna A.	Clinton
Hopkins, Ruth E.	Northampton
Hughey, Grace E.	Whitinsville
Ingram, Mary E.	Leominster
Kelleher, Eileen C.	Turners Falls
Killelea, Ruth M.	Leominster
Knight, Ruby F.	Belchertown
Lajoie, Antoinette	Worcester
McNabb, Dorothy M.	Fitchburg
McNiff, Nellie M.	Ayer
Meeds, Melvil F.	Biddeford, Me.
Muir, Elsie C.	Plymouth
Miukler, Doris C.	Derry Village, N. H.
Mullen, Mary D.	Fitchburg
Murphy, Anna R.	Leominster
Murray, Rachel A.	Fitchburg
Neilson, Helga C.	Stow
Oliver, Beulah	Fitchburg
O'Neil, Gertrude	Ayer
O'Neill, Grace H.	Leominster
O'Neill, Dorothy	Fitchburg
Orlando, Irene B.	Belchertown
Orlando, Madeleine R.	Belchertown

O'Sullivan, Helen	West Groton
O'Toole, Mary	Clinton
Palmgren, Martha V.	Lowell
Parshley, Martha E.	Fitchburg
Place, Mary E.	Oak Bluffs
Polley, Edith M.	Fitchburg
Powers, Bernice A.	Leominster
Richardson, Eva	Waltham
Robinson, Abbie M.	Ayer
Rollins, Mrs. Marion	Lancaster
Ross, Sarah	Fitchburg
Russell, Ada J.	Wales
Sampo, Irja T.	Fitchburg
Severance, Fannie	Erving
Shattuck, Fanny C.	Nashua, N. H.
Sherry, Anna E.	Harvard
Sherry, Catherine	Harvard
Simensen, Evelyn M.	Winchendon
Smith, E. Mildred	Fitchburg
Smith, Gertrude R.	Sterling
Smith, Josephine A.	Leominster
Smith, Lillian	Fitchburg
Spring, Margaret	Springfield
Squires, Dorothy	Worcester
Stevens, Lucy H.	Leominster
Larrabee, Janel	Ayer
LaVallee, Melvina M. F.	West Stockbridge
Lee, Edith M.	Amherst
L'Ecuyer, Constance	Fitchburg
Levy, Sarah	Fitchburg
Luce, Christie R.	Dalton
Luscombe, Mary E.	Fitchburg
Lye, Bernice H.	Leominster
Lynch, Loretta C.	Leominster
MacFadden, Zaida J.	Wolfeboro, N. H.
Magovern, Idella	Lunenburg
Mannix, Ellen J.	Fitchburg
Marble, Mildred	North Lancaster
Markham, Elizabeth F.	Ayer
Marshall, Marion W.	Hope Valley, R. I.
McCaffrey, Mary G.	Clinton
McCall, Claudia J.	Leominster
McGee, Mabel T.	Worcester
Peterson, Elsa M.	E. Lynn
Patten, Rachel H.	Sterling
Stoddard, Laura E.	Brockton
Sturtevant, Mildred E.	Auburn
Suprenent, Dorothy	Fitchburg
Taylor, Doris C.	Westminster
Welch, Mary	West Stockbridge
Werner, Dorothy	Fitchburg
Whitney, Sadie R.	Ashburnham
Wiggins, Bertha E.	East Derry, N. H.
Wilson, Mary E.	Oakdale
Walcott, Margaritt E.	Fitchburg
Wood, Jessie F. A.	Acton
Woods, Alice	Fitchburg

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Summer Session — 1928

Men

Cooper, John H.	Fitchburg
Eldredge, Deane	Plymouth
Gentsch, Frederick	Clinton
McDonnell, John W.	Adams
Prendergast, William	Clinton
Proctor, Robert A.	Fitchburg
Provenzani, William	Fitchburg
Quinlan, Charles	Fitchburg
Slater, Hubert A.	New Bedford
Smith, James A.	Fitchburg
Smith, Irving L.	Fitchburg

Summary

Number of Students 1928-1929

	<i>Women</i>	<i>Men</i>	<i>Total</i>
Senior Class			
Junior High School Course	25	13	38
Elementary Course	99		99
Practical Arts Course		20	20
	124	33	157
Junior Class			
Junior High School Course	22	8	30
Practical Arts Course		24	24
	22	32	54
Freshman Class			
Junior High School Course	33	19	52
Elementary Course	82		82
Practical Arts Course		30	30
	115	49	164
	<i>Women</i>	<i>Men</i>	<i>Total</i>
Total Number of Students 1928-1929	261	114	375
Summer Session, 1928	110	11	121

Practice Schools 1928-1929

	<i>Girls</i>	<i>Boys</i>	<i>Total</i>
Junior High School	68	88	156
Grades 1-6	204	271	475
	272	359	631



FITCHBURG STATE
COLLEGE ARCHIVE
COLLECTION

NON-CIRCULATING

